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ABSTRACT

This selected annotated bibliography on women's education and women's colleges includes citations compiled and edited from the ERIC (Educational Resources Information Center) and Dissertation Abstracts databases as well as a manual library search. The approximately 50 citations are listed separated under either books or journals. Under each heading, citations are listed alphabetically by author. Citations date from 1919 through 1992. (DB)

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History of Women Higher Education in America

A Selected Annotated Bibliography

Betty L. Farmer

Grambling State University

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Running Head: HISTORY OF WOMEN HIGHER EDUCATION

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Biographical Information

Betty L. Farmer is an Assistant Professor of Nursing in the School of Nursing at Grambling State University. She earned the B.S.N. Degree from Northeast Louisiana University; M.S.N. Degree from Northwestern State University, Louisiana and is currently pursuing the Ed.D. Degree in Higher Education at the University of Arkansas. Mrs. Farmer has held both administrative and clinical positions at Louisiana State University Medical Center. She has published a number of articles in refree Journals and Eric Database. Mrs. Farmer's research interest include Critical Thinking Skills of College Students and Women in Higher Education.

History of Women Higher Education in America

A Selected Annotated Bibliography

Betty L. Farmer

Editor

Preface

It is the belief of this researcher that a scholarly edited annotated bibliography is an important resource for research and inquiry concerned with American higher education. I believe that this Annotated Bibliography meets that standard.—

This annotated bibliography should serve as an important teaching and research resource for examining the history of women colleges and universities. These citations were selected to provide the reader with an overview of the plight of women in the evolution of American higher education.

The citations in this Annotated Bibliography were compiled and edited from two data bases: ERIC and Dissertation Abstract. A manual library search was also conducted.

In an attempt to make this Annotated Bibliography

most usable, citations were selected and organized under the headings of books and journals. Under each heading, citations are identified alphabetically by author followed by title, source or publisher and year.

Although not purpoting to be exhaustive, this selected Annotated Bibliography should serve as a valuable teaching and research resource to supplement course materials in the higher education curriculum of American colleges and universities. This publication then, should provide faculty, administrators and students with the opportunity to broaden their knowledge base regarding the history of women colleges and universities in American higher education.

History of Women Higher Education in America
A selected Annotated Bibliography

Books

Boas, L.S., (1935). Women's education begins: The rise of the women's colleges. Norton, Mass.: Wheaton College Press. Reprint, New York: Arno Press, 1971. Historical analysis from the development of female seminaries to women's colleges. This book deals particularly with general curricula and religious education developed during this period.

Bowler, M.M. (1933). A history of Catholic colleges for women in the United States of America. Washington, D.C., Catholic University of America.

Brubaker, J.S. and Ruby W. (1976), Higher education in transition. New York: Harper Brothers. Over five pages devoted to women's colleges and the use of coeducation.

Converse, F. (1919), The Story of Wellesley. Boston: Little and Brown. Describes the development of the college using information from private

correspondence.

Faragher, J.M. and Howe, F. (1988). Women and higher education in American history. New York: Norton. A selection of ten essays from Mount Holyoke College Sesquicentennial Symposia. Some helpful essays, especially, "The Limits of Access: The History of Coeducational America" written by Rosaline Rosenberg, professor history at Barnard College, New York City.

Frankfort, R. (1977). College women: Domesticity and career in turn-of-the century America. New York: New York University Press. Discusses responses of women in education to the nineteenth century cult of domesticity. Special references to Elizabeth Peabody, Alice Freeman Palmer (Wellesley), Martha Carey Thomas (Bryn Mawr). Characteristics of the Latter two colleges and their students (1885-1918). Discussions of the Association of Collegiate Alumnae (1881-1918).

Henning, Gabrielle, Sister (1969). History of changing patterns of objectives in Catholic higher education for women in Michigan. East Lansing: Michigan State

University.

History of higher educational annual, (1990). History of Higher Education Annual, 10. Annual Faculty of Educational Studies, State University of New York: Buffalo.

This annual compilation contains six papers depicting a complex array of relationships which have historically existed between the higher education academy and the community. These relationships reveal mutual involvement, dependence, support,a nd conflict. In "The University of Padua 1405-1600: A success story".(Paul F. Grendler) the beneficial, cooperative relationships between the venetian ruling class and the university are revealed. Next, "when professors had servants: prestige, pay, and professionalism, 1860-1917" (W. Bruce Leslie), looks at turn of the century town-gown relations at four American colleges. The development of municipal higher education andfemale education are addressed in "Subway scholars at concrete campuses: Daughters of

Jewish immigrants prepare for the teaching profession, New York City, 1920-1940" (Ruth Jacknow Markowitz). A case of town-gown conflict in the 1930s is examined in "politics, science, and education in New Mexico: The racial-attitudes survey of 1933" (Lynne Marie Getz). In "The Gender Effect: The Early Curricula of Beloit College and Rockford Female Seminary" Lucy Townsend shows how a community intervened when a college board of trustees failed to live up to its mission. The last paper, "Toward a political history of American foundations" (David C. Hammack) reviews three books which question the claim that philanthropic foundations represent community interests to universities and colleges.

Horowitz, Helen L. (1984) Alma Mater: Design and experience in women's colleges from their nineteenth-century beginnings to the 1930s. New York: Alfred A. Knopf, Inc.

The creation and development of 10 women's

colleges are discussed: Mount Holyoke, Vassar, Wellesley, Smith, Radcliffe, Bryn Mawr, and Barnard (the Seven Sisters colleges), and Sarah Lawrence, Bennington, and Scripps. Consideration is given to: how each of these colleges offered to women an education equal to that offered by the best men's colleges; how they drew on an understanding of predecessors' successes and failures; how this understanding affected the colleges initial, design; and how the plan for each campus reflected the changes in attitudes, hopes, and fears that accompanied the bold act of offering higher learning to women. While the colleges extended to women the skills and culture previously reserved for men, they did so in a setting designed to keep students virtues and to protect their feminity of their era, and women faculty members threw off the restraints they had known as seminary teachers and began to enjoy autonomy in both their professional and private lives. Responses to

changes by the Seven Sisters colleges included raising standards, reorganizing administrations and policies, erecting new buildings, and as a group, developing a common conception of their design and purpose.

Kersey, S.K. (1982). Classics in the education of girls and women. Metuchan, N.J.: The Scarecrow Press.

Approximately half this volume is devoted to classic writings of men and women instrumental in the seminary movement and early experiences of higher education for women. From the original writings of Emma Willard (1797-1849), Lydia Sigourney (1791- 1865), Catherine Beecher (1800-1878), Mary Lyon (1797-1849), Thomas Wenworth Higginson (1823-1911), Heloise Edwina Hersey (1955-1933).

Lasser, Carol, (Ed.) (1987). Educating men and women together. Co education in a changing world.

Based on essays presented at the Oberlin College Sesquicentennial Coeducation Conference, Oberlin, OH: University of Illinois Press.

Twelve essays by contemporary scholars

explore, from a historical perspective, the meaning of collegiate coeducation in the United States, including its value, utility, significance, and successes and failures in supplying equal education for both sexes. An introductory first section contains the essay "Coeducation in a gender-stratified society" by Alice S. Rossi. Part tow, on what a woman should learn, includes: "'Nothing useless or absurd or fantastical': The education of women in the early republic" (Linda K. Kerber), and "From republican motherhood to race suicide: Arguments on higher education of women in the United States 1820-1920" (Patricia A. Palmirie). Part three on creating the coeducational model at Oberlin College (Oberlin, Ohio) includes: "The 'joint education of the sexes': Oberlin's original vision" (Lori D. Ginzberg); "The Oberlin model and its impact on other colleges" Miller Solomon); and "coeducation or women's education: A comparison of alumnae from two colleges, 1934-79"

(Janet Zollinger Giele). Gender, race,a nd discrimination are considered in part four containing: "The classroom climate: Still a chilly one for women" (Bernice Resnick Sandler); "College men: Gender roles in transition" (Mirra Komarovsky); "How equal is equal education: Race, class, and gender" (Margaret B. Wilkerson); and "The issues of sexual preference on college campuses: Retrospect and Prospect" (John D'Emillio). The final section on the future contains "New Consciousness, Old institutions, and the need for reconciliation," by Catherine Stimpson. References follow each essay. An index is provided.

McGuigan, D.G. (1970). A dangerous experiment. Ann Arbor: University of Michigan Press. A historyof one hundred years of women's education (1870-1970) at the University of Michigan. Documents the struggle and the discrimination early women students experienced.

McGuigan, D.G. (1970). A dangerous experiment. Ann Arbor: University of Michigan Press. A history of one hundred years of women's education (1870-

1970) at the University of Michigan. Documents the struggle and the discrimination early women students experienced.

Pieschel, Bridget S., Pieschel, Stephen R. (1984). Loyal daughters: one hundred years at Mississippi University for women. Mississippi: University Press of Mississippi, Jackson.

The history of the Mississippi University for Women (MUW) from 1884 to 1984 is described. (MUW, the first state-supported college for women is now coeducational, but adheres to its original mission of providing educational opportunity for women. Educational, administrative, and architectural develop traced, with attention to leaders who guided MUW to maturity. The university's presidents include Henry Lewis Whitfield (1907-1920), whose sweeping changes at the college strengthened the academic program and upgraded its industrial (vocational) studies. During the tenure of Charles P. Hogarth for a quarter of century, the college experienced the most

growth in its history, quadrupling its enrollment. Hogawrth's successor, thirteenth MUW president James W. Strobel, is leading the university past the Supreme Court decision toward new goals of academic excellence and strengthened emphasis on women's education. A personal story of what the university means to its graduates is also provided. Excerpts from campus publications are interspersed with portions of letters from alumnae describing the university's traditions and several memorable teachers.

Woody, T. (1929). A History of women's education in the United States. (2 Vols.). New York: Science Press. The definitive and much quoted simplification of of primary sources. Some repetitiveness, but organization is generally good and the analysis is dependably astute.

Journals

Albisetti, James C. (1982) Be equal? Helene Lange and women's education in imperial Germany. History of Education Quarterly, 22, 301-17.

Helene Lange worked to obtain equal educational opportunities for women in Germany at the end of the nineteenth century. She tried to improve teacher training for women, enhance the curriculum in girls' high schools, and increase professional training opportunities for women.

A survey of the current status and plans of colleges traditionally for women only. Center Notes on Institutional Research, 2. 2-20.

In April 1972, 198 institutions which had been classified in 1960 as women's colleges were invited to participate in a study designed to obtain information regarding current status, their plans relative to coeducation, and related matters. The instrument, a survey-questionnaire, was completed by 82.5 percent of the participants. Results of the survey covered women's colleges in 1960, context and perspective; the 1960s, a decade of challenge and change; and patterns of enrollment, 1960 to 1970.

Bass, A.T. (1970). The development of higher education for women in this country. Contemporary Education, 41, 285-288.

Traces the history and debate concerning women's education in the United States from the colonial period to the present day.

Burstyn, Joan N. (1973) Women and education: A survey of recent historical research. Educational Leadership, 31, 173-77.

Gordon, Sarah H. (1975). Smith College students: The first 10 classes, 1879-1888. History of Education Quarterly, 15 147-67.

The family background college life, and careers of Smith College students in the late nineteenth century are examined.

Papers

Butcher, Patricia Smith (1983 November). The theme of education of women in the Revolution, 1868-1870. Paper presented at the Annual Midyear Conference of the American Educational Research Association Research on Women and Education Special Interest Group, Tempe, AZ.

Cole, C.C. (1972). A case for the women's college. College Board Review, 17-21. Argues for need of options. Notes special benefits offered by women's colleges, particularly their distinguished academic career.

Conway, J.K. (1974). Perspectives on the history of women's education in the United States. History of Education Quarterly, 14, 1-12.

A well reasoned treatise on the detriment accruing from the development of coeducation in the mid-nineteenth century.

Current issues in Catholic higher education. College, county, church, 1789-1989. Current Issues in Catholic Higher Education, 10.

A collection of papers on current issues in Catholic higher education is presented. Papers are as follows: "Introduction" (Alice Gallin); "Changing and remaining the same: A look at the record" (Phillip Gleason); "Catholic women's colleges: A review of the record" (Karen M. Kennelly); "A weight to our establishment: Georgetown University and the

Republic" (R. Emmet Curran); "Reflections: The importance of the international in Catholic higher education" (Theodore M. Hesburgh); and "Bicentennial history of the Catholic church int he United States" (Patrick H. Samway). Papers from the 1989 Annual Meeting of the Association of Catholic Colleges and Universities are included: "Disciplined inquiry: A Catholic reflection on academic freedom" (William J. Byron); "response" (James J. Annarelli); "response" (James L. Heft); and "the Hesburgh Award: A response" (Sally M. Furay).

Floke, Elizabeth Lynne (1987 August). The "special" way: Mary Paxton and her journalism degree. Paper presented at the Annual Meeting of the Association for Education in Journalism and

Gallin, Alice, (Ed.) (1985). Tradition in a changed context. Current Issues in Catholic Higher Education, 5.

Gordon, Lynn D. (1990). Women on campus, 1870-1920: History to use. Thought and Action, 6, 5-20.

A review of the history of women on American college campuses looks at the emergence of women's higher education, then participation in public life and extracurricular activities, a period of restrictive backlash, and the insights provided about today's harassment on campus

Graham, P.A. (1974). Expansion and exclusion: A history of women in American higher education. Signs: Journal of Women in Culture and Society, 3, 759-774.

The expansion of higher education into the midstream of American life with concurrent exclusion of women from full participation. Expresses hope for greater inclusion because of the potential break up of power sources in the research university, because of pressures for change, due to the nontraditional curriculum, lifelong education, etc. Graham, P.A. (1975). So much to do: Guides for historical research on women in higher education.

Teachers College Record, 76, 421-428.

A short consideration of the failure of historical research on women in higher education. Much remains to be done.

Gribben, William (1988). The female seminary and the denominational woman's college: antecedents north and south. Historical Materials, U.S.; Virginia. The origin and development of two women's colleges, Mount Holyoke of Massachusetts and Meredith College of North Carolina, are compared, illustrating some of the early chapters of American higher education, when religious purposes for schools were common, but when schools for women were not. The social, historical, and religious contexts of the founding of both schools, Mount Holyoke in 1837 and Meredith in 1899, are discussed. In addition, the personal contribution of Mary Lyon, the founder of Mount Holyoke, is emphasized, including her academic ideals, her ideas about the role of women, and her work in raising the money to start the school. The distinctive aspects of the founding of Meredith, with its origins in the Baptist church and the chivalric ideas regarding

women prevalent in the South at that time, are also emphasized. Major changes int eh schools since their founding are briefly summarized. Contains 24 references.

Ihle, Elizabeth L. (1991 April). Historical perspectives on women's advancement in higher educational administration. Paper presented at the Annual Meeting of the American Research Association, Chicago, Illinois.

This paper presents a chronological description of the evolution of women's advancement in higher education, particularly in administrative capacities, and examines the establishment of the three types of institutions that came into being in order to meet women's educational needs: the single-sex college; the coordinate college; and the coeducational college. The paper begins with an account of the status of higher education

for women in the United States in the 1820s and 1830s and goes on to describe how single-sex colleges began after the Civil War with Vassar (1865), Wellesley (1875), and Smith (1875). Bryn Mawr, founded in 1884, is credited with having the first feminist in higher

education administration: Martha Carey Thomas, its dean and second president. The first coordinate colleges started with Columbia University's Barnard College in 1889, and Harvard's Radcliffe in 1894. Women deans and presidents of coordinate colleges, however, reported to male administrators, Oberlin College in Ohio is acknowledged as the first coeducational institution. Although all three types of colleges grew in the 20th century, the numerical growth of women administrators was limited. It is noted that until very recently, women administrators have had more opportunity to excel in women's colleges and coordinate institutions than in coeducational ones. Contains a 6-item bibliography.

Ihle, Elizabeth L. (1988 April). Southern college women and "the feminine mystique." Paper presented at the American Educational Research Association, New Orleans, Louisiana.

A study on female graduates of southern colleges and universities during the postwar period is presented. The focus is on how their experiences match the assertions of Betty Friedan

in her book "The femine mystique." Interviews were done with graduates of public and private, coeducational and women's, and Black and White colleges, Factors examined to determine the variables explaining the degree to which the interviewees accepted the femine mystique included the following: social class and race; parental education, employment, and expectations; choice of college and major; college experiences; role models; career expectations; and age of marriage. Role models and mentors played a major part in

shaping many of the interviewees' lives. Some factors that caused college women during this time to ignore the calls of domesticity and pursue non-traditional graduate study are family support, socioeconomic background, desire to use education for social mobility, and sense of purpose instilled by the family. These interviews show several discrepancies

with Friedan's study due to Friedan's perspective. For example, she tended to interview women from affluent and intellectual backgrounds who went to elite colleges. Though Friedan's book provides a rebuttal of the "sex is destiny" theme prevalent in the first two decades after

World War II (thus reigniting the flames of feminism),, many of its ideas that all women suffer from the feminine mystique (due to the bonds of domestic expectations) are grand generalizations according to this study. A copy of the interview questionnaire is provided along with statistical data.

Contains seven references.

Kendell, E. (1976). Peculiar Institutions. New York: Putnam's Sons.

Book subtitled, An informal history of the seven sister colleges. Content and relevancy suffers from the flippant, irreverent tone can be mined for meaningful content.

Kersey, Shirley (1980). Medieval education of girls and women. Educational Horizons, 58, 188-92.

The author looks at what and how women were taught in the castles, convents, towns and universities of medieval Europe. She also discusses the careers of seven notable nuns and abbesses, who were both exemplars of the scholarly woman and lasting influences on female education.

Meredith, M., Marjorie, Jorgenson, Lloyd P. (1969). Admission of women to the University of Missouri in 1868. School and Society, 97, 282-285.

Newcomer, M. (1959). A century of higher education for American women. New York: Harper. Historical study from the early nineteenth century to the 1950s.

Ourliac, Guy (1988). The feminization of higher education in France: Its history, characteristics and effects on employment. European Journal of Education, 23, 281-92.

The history of women's participation in French higher education, patterns of educational choices and qualifications, and effects on qualified women's entry into employment are examined. It is concluded that while women have better training for higher-level jobs, they also face greater competition with other women and some discrimination.

Owens, N.J. (1977). Higher education for women: An American innovation. Phi Kappa Phi Journal, 57, 16-18.

Pieschel, Bridget S., Pieschel, Stephen R. (1984). Loyal daughters: one hundred years at Mississippi University for women. Mississippi: University Press of Mississippi, Jackson.

The history of the Mississippi University for Women (MUW) from 1884 to 1984 is described. (MUW, the first state-supported college for women is now coeducational, but adheres to its original mission of providing educational opportunity for women. Educational, administrative, and architectural develop traced, with attention to leaders who guided MUW to maturity. The university's presidents include Henry Lewis Whitfield (1907-1920), whose sweeping changes at the college strengthened the academic program and upgraded its industrial (vocational) studies. During the tenure of Charles P. Hogarth for a quarter of century, the college experienced the most growth in its history, quadrupling its enrollment. Hogawrth's successor, thirteenth MUW president James W. Strobel, is leading the

university past the Supreme Court decision toward new goals of academic excellence and strengthened emphasis on women's education.

A personal story of what the university means to its graduates is also provided. Excerpts from campus publications are interspersed with portions of letters from alumnae describing the university's traditions and several memorable teachers.

Pillinger, Barbara B. (1984). Early residential life: Vassar College in the nineteenth century. Journal of College and University Student Housing, 14, 7-9.

Provides a human historical perspective of residential life in the early days of Vassar College for women. Reviews the contributions of Maria Mitchell, a pioneer astronomer and academician who made a considerable contribution to the concept of student development through living and learning.

Pope, Rhama D. (1976). Educational organizations in England, 1865-1885. Paedagogica Historica, 16,

336-361.

Investigates the origins of the various ladies educational associations, records some of their accomplishments, and determines how they facilitated women's entrance into the system of higher education.

Rudolph, F. (1965). The American college and university. New York: Alfred A. Knopf. A jewel of a chapter on the education of women. Thorough coverage with readable, enjoyable prose. Includes a valuable bibliographical essay.

Sandler, Bernice, (1972). What constitutes equity for women in higher education? Paper presented at Concurrent General Session I of the National Conference on Higher Education, American Association of Higher Education, Washington, D.C.

Schwager, Salley (1987). Educating women in America. Signs, 12, 333-72.

Surveys literature on the history of coeducation, focusing on the marginalization of women. Discusses these themes: republican education; female literacy; the girls'

academy; women and the history of teaching; life-cycle patterns; the migration of teachers from New England; Black women teachers; urbanization and feminization; immigration; students at coeducational colleges; women';s institutions; women academics and research; and new directions.

Seller, Maxine (1981). G. Stanley Hall and Edward Thorndike on the education of women theory and policy in the progressive era. Educational Studies, 11, 365-74.

Explores theories of educational psychologists Hall and Thorndike in relation to the education of women and examines the relationship of these theories to educational policy and the social context of the Progressive Era. The restrictive ideas of these psychologists were a response to anxieties about the increasing number of women entering the work force and higher education.

Tevis, Martha (1981). The status of women: The path toward legal personhood. Educational Horizons,

60, 11-15.

Asserts that, historically, women lacked equal educational opportunity because they were not recognized as "persons" under United States law. Review twentieth-century changes in women's legal status and challenges to sex discrimination in education. Discusses areas of current concern. Part of a theme issue on women in education.

Woody, T. (1929). A History of women's education in the United States. (2 Vols.). New York: Science Press. The definitive and much quoted simplification of of primary sources. Some repetitiveness, but organization is generally good and the analysis is dependably astute.

Wein, Roberta, (1974). Women's colleges and domesticity, 1875-1918. History of Education Quarterly, 14, 31-48. A study of Wellesley and Bryn Mawr colleges when molders female colleges determined whether higher education for women would represent a break from the perpetuation in educational institutions for feminine

passivity and dependence.